



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 11871451  
SAU: Woodland School Department  
School: Woodland Consolidated Sch

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

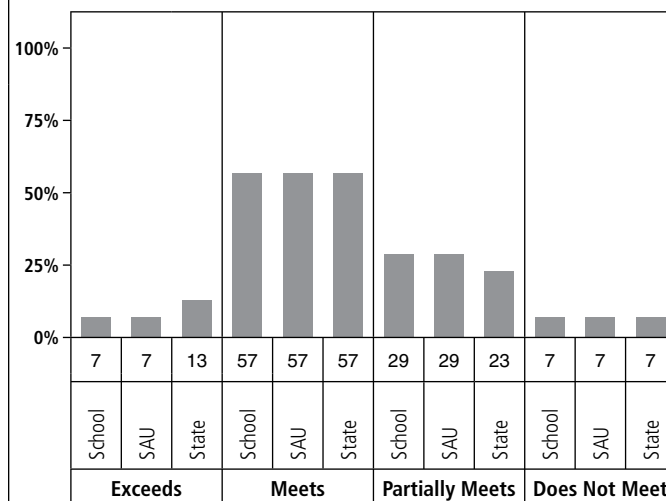
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: Woodland School Department  
School: Woodland Consolidated Sch

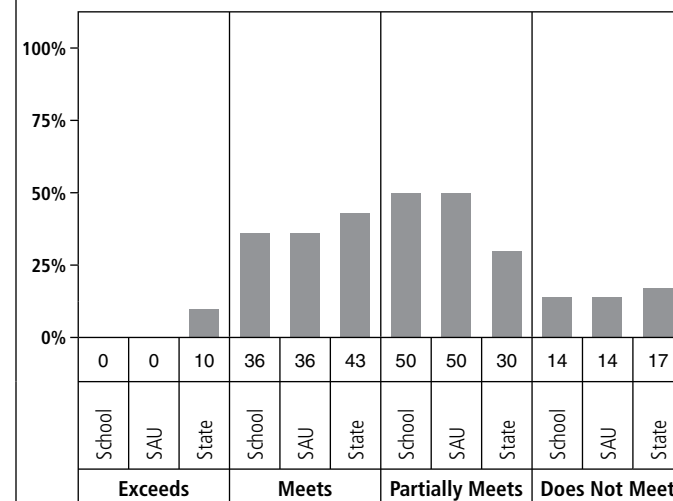
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	647	647	644
2006–2007	644	644	646
<b>2007–2008</b>	<b>645</b>	<b>645</b>	<b>648</b>
Cum. Avg. *	645	645	646
<b>Mathematics</b>			
2005–2006	640	640	641
2006–2007	644	644	643
<b>2007–2008</b>	<b>639</b>	<b>639</b>	<b>642</b>
Cum. Avg. *	641	641	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Woodland School Department  
School: Woodland Consolidated Sch

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	15	100	15	100	14365	100	15	100	15	100	14266	99	15	100	15	100	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	1	7	1	7	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	14	93	14	93	13438	94	14	100	14	100	13353	100	14	100	14	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	3	20	3	20	2518	18	3	100	3	100	2479	99	3	100	3	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	8	53	8	53	5335	37	8	100	8	100	5277	99	8	100	8	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	13	87	13	87	11613	81	13	87	13	87	11626	81												
Identified disability (PET/IEP)	1	8	1	8	373	3	1	8	1	8	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
<b>Participation with accommodations</b>	1	7	1	7	2451	17	1	7	1	7	2446	17												
Identified disability (PET/IEP)	1	100	1	100	1909	78	1	100	1	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
<b>Participation through alternate assessment (PAAP)</b>	1	7	1	7	197	1	1	7	1	7	196	1												
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Woodland School Department  
School: Woodland Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	2	11	2	11	1176	8
	2006-2007	0	0	0	0	1132	8
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	3	6	3	6	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	8	44	8	44	7612	51
	2006-2007	10	59	10	59	8127	57
	<b>2007-2008</b>	<b>8</b>	<b>57</b>	<b>8</b>	<b>57</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	26	53	26	53	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	7	39	7	39	4080	27
	2006-2007	6	35	6	35	3549	25
	<b>2007-2008</b>	<b>4</b>	<b>29</b>	<b>4</b>	<b>29</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	17	35	17	35	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	1	6	1	6	2005	13
	2006-2007	1	6	1	6	1478	10
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>981</b>	<b>7</b>
	Cum. Total*	3	6	3	6	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	30.8	55.0	30.8	55.0	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	14.9	53.2	14.9	53.2	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.9	56.8	15.9	56.8	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Woodland School Department  
 School: Woodland Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	1	7	8	57	4	29	1	7	645	14	7	57	29	7	645	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	13	1	8	7	54	4	31	1	8	645	13	8	54	31	8	645	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2282	2	29	42	27	636
No	12	1	8	6	50	4	33	1	8	645	12	8	50	33	8	645	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	14	1	7	8	57	4	29	1	7	645	14	7	57	29	7	645	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	8	1	13	3	38	4	50	0	0	644	8	13	38	50	0	644	5153	6	51	31	12	643
No	6	0	0	5	83	0	0	1	17	646	6	0	83	0	17	646	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	14	1	7	8	57	4	29	1	7	645	14	7	57	29	7	645	14057	13	57	23	7	648
<b>Gender</b>																						
Female	6	0	0	4	67	2	33	0	0	646	6	0	67	33	0	646	6967	16	59	20	5	650
Male	8	1	13	4	50	2	25	1	13	644	8	13	50	25	13	644	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	2	40	3	60	0	0	642	5	0	40	60	0	642	1186	6	41	42	11	642
No	9	1	11	6	67	1	11	1	11	646	9	11	67	11	11	646	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	0										0						557	50	48	2	0	661
No	14	1	7	8	57	4	29	1	7	645	14	7	57	29	7	645	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: Woodland School Department  
School: Woodland Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	1	100	0	0	0	0	646	7	0	100	0	0	646	6	7	43	30	20	641
B. less than one hour	43	0	0	4	67	2	33	0	0	644	43	0	67	33	0	644	56	13	58	23	6	648
C. one to two hours	50	1	14	3	43	2	29	1	14	645	50	14	43	29	14	645	34	15	60	20	5	649
D. more than two hours	0										0						3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	43	1	17	3	50	1	17	1	17	647	43	17	50	17	17	647	40	17	60	19	5	650
B. They match some of what I have learned.	43	0	0	4	67	2	33	0	0	644	43	0	67	33	0	644	48	12	59	23	6	648
C. They match just a little of what I have learned.	14	0	0	1	50	1	50	0	0	641	14	0	50	50	0	641	9	7	45	34	15	643
D. There is no match.	0										0						3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	21	0	0	2	67	1	33	0	0	642	21	0	67	33	0	642	28	26	58	11	4	653
B. good	71	1	10	6	60	2	20	1	10	646	71	10	60	20	10	646	54	9	61	24	6	647
C. fair	7	0	0	0	0	1	100	0	0	640	7	0	0	100	0	640	16	3	48	37	13	642
D. poor	0										0						2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	7	0	0	1	100	0	0	0	0	646	7	0	100	0	0	646	15	10	48	27	15	644
B. about the same as my regular schoolwork	36	1	20	2	40	1	20	1	20	645	36	20	40	20	20	645	66	13	59	22	5	649
C. easier than my regular schoolwork	57	0	0	5	63	3	38	0	0	645	57	0	63	38	0	645	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	36	0	0	4	80	1	20	0	0	648	36	0	80	20	0	648	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	64	1	11	4	44	3	33	1	11	643	64	11	44	33	11	643	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	21	1	33	0	0	2	67	0	0	644	21	33	0	67	0	644	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	79	0	0	8	73	2	18	1	9	645	79	0	73	18	9	645	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	29	1	25	2	50	1	25	0	0	653	29	25	50	25	0	653	19	19	58	17	6	651
B. 20 minutes to an hour	43	0	0	4	67	1	17	1	17	641	43	0	67	17	17	641	51	15	60	20	5	649
C. less than 20 minutes	7	0	0	0	0	1	100	0	0	634	7	0	0	100	0	634	12	9	56	26	9	646
D. I rarely read at home.	21	0	0	2	67	1	33	0	0	645	21	0	67	33	0	645	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Woodland School Department  
School: Woodland Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	11	2	11	1463	10
	2006-2007	2	12	2	12	2092	15
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	4	8	4	8	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	7	39	7	39	5914	40
	2006-2007	8	47	8	47	5731	40
	<b>2007-2008</b>	<b>5</b>	<b>36</b>	<b>5</b>	<b>36</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	20	41	20	41	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	4	22	4	22	4494	30
	2006-2007	6	35	6	35	4175	29
	<b>2007-2008</b>	<b>7</b>	<b>50</b>	<b>7</b>	<b>50</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	17	35	17	35	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	5	28	5	28	3014	20
	2006-2007	1	6	1	6	2308	16
	<b>2007-2008</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	8	16	8	16	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.6	50.5	9.6	50.5	9.6	50.5
Cluster 2: Shape and Size	15	27	6.6	44.0	6.6	44.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.9	55.7	3.9	55.7	4.2	60.0
Cluster 4: Patterns	15	27	6.6	44.0	6.6	44.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Woodland School Department  
 School: Woodland Consolidated Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	0	0	5	36	7	50	2	14	639	14	0	36	50	14	639	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	13	0	0	5	38	6	46	2	15	639	13	0	38	46	15	639	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2283	2	18	31	49	627
No	12	0	0	4	33	6	50	2	17	639	12	0	33	50	17	639	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	14	0	0	5	36	7	50	2	14	639	14	0	36	50	14	639	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	8	0	0	1	13	5	63	2	25	636	8	0	13	63	25	636	5160	4	34	36	26	636
No	6	0	0	4	67	2	33	0	0	644	6	0	67	33	0	644	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	14	0	0	5	36	7	50	2	14	639	14	0	36	50	14	639	14065	10	43	30	17	642
<b>Gender</b>																						
Female	6	0	0	2	33	3	50	1	17	639	6	0	33	50	17	639	6974	10	43	31	16	642
Male	8	0	0	3	38	4	50	1	13	639	8	0	38	50	13	639	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	0	0	3	60	2	40	632	5	0	0	60	40	632	1192	4	23	43	30	634
No	9	0	0	5	56	4	44	0	0	643	9	0	56	44	0	643	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	0										0						557	53	42	4	0	663
No	14	0	0	5	36	7	50	2	14	639	14	0	36	50	14	639	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Woodland School Department  
 School: Woodland Consolidated Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	1	100	0	0	0	0	642	7	0	100	0	0	642	6	6	33	31	31	635
B. less than one hour	43	0	0	1	17	4	67	1	17	637	43	0	17	67	17	637	56	11	43	30	16	643
C. one to two hours	50	0	0	3	43	3	43	1	14	640	50	0	43	43	14	640	34	11	45	30	14	644
D. more than two hours	0										0						3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	0	0	2	50	1	25	1	25	642	29	0	50	25	25	642	45	14	47	28	11	646
B. They match some of what I have learned.	64	0	0	3	33	5	56	1	11	638	64	0	33	56	11	638	43	8	43	33	17	641
C. They match just a little of what I have learned.	7	0	0	0	0	1	100	0	0	636	7	0	0	100	0	636	9	6	30	33	32	635
D. There is no match.	0										0						3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	21	0	0	2	67	0	0	1	33	642	21	0	67	0	33	642	29	24	51	17	8	651
B. good	29	0	0	1	25	3	75	0	0	640	29	0	25	75	0	640	48	6	45	33	16	641
C. fair	50	0	0	2	29	4	57	1	14	637	50	0	29	57	14	637	19	1	29	42	28	634
D. poor	0										0						3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	7	0	0	0	0	1	100	0	0	638	7	0	0	100	0	638	24	5	38	33	24	638
B. about the same as my regular schoolwork	79	0	0	4	36	5	45	2	18	639	79	0	36	45	18	639	62	9	45	31	14	643
C. easier than my regular schoolwork	14	0	0	1	50	1	50	0	0	639	14	0	50	50	0	639	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	21	0	0	1	33	2	67	0	0	642	21	0	33	67	0	642	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	79	0	0	4	36	5	45	2	18	638	79	0	36	45	18	638	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	14	0	0	0	0	2	100	0	0	637	14	0	0	100	0	637	17	8	39	30	22	639
B. two or three days a week	36	0	0	2	40	2	40	1	20	639	36	0	40	40	20	639	34	11	44	31	14	643
C. two or three times each month	14	0	0	1	50	0	0	1	50	640	14	0	50	0	50	640	31	12	44	29	15	644
D. never or almost never	36	0	0	2	40	3	60	0	0	640	36	0	40	60	0	640	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	1	100	0	0	0	0	656	7	0	100	0	0	656	11	11	37	29	23	641
B. two or three days a week	0										0						32	11	44	30	15	643
C. two or three times each month	0										0						32	11	45	30	15	643
D. never or almost never	93	0	0	4	31	7	54	2	15	638	93	0	31	54	15	638	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	14	0	0	2	100	0	0	0	0	644	14	0	100	0	0	644	7	6	29	33	32	635
B. 30–45 minutes	64	0	0	3	33	4	44	2	22	638	64	0	33	44	22	638	37	8	39	34	20	640
C. 45–60 minutes	21	0	0	0	0	3	100	0	0	639	21	0	0	100	0	639	42	13	47	28	12	645
D. more than 60 minutes	0										0						15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											